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ABSTRACT

This handbook is designed to assist staff development committees in planning and conducting effective staff development programs. Administrative rules governing the establishment of staff development programs are set forth and clarified. A model for staff development describes the following steps for developing a program: (1) establish a board policy; (2) create a planning committee; (3) assess needs; (4) specify objectives; (5) make appropriate selections among various inservice options; (6) identify inservice resources according to identified needs; (7) develop budget; (8) design program; (9) implement program; (10) conduct evaluation; (11) perform follow-up; and (12) create a plan. The appendices include model forms for: (1) needs assessments; (2) budget; (3) inservice readiness checklist; (4) evaluation; (5) staff development checklist; and (6) sample staff development plans. (JD)

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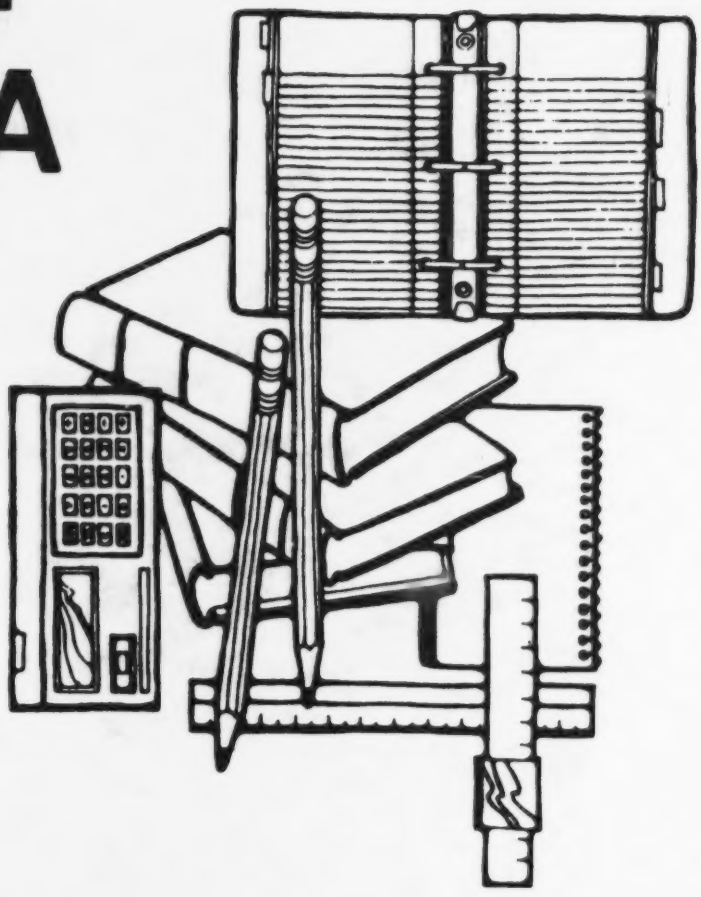
STAFF DEVELOPMENT IN SOUTH DAKOTA



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SP 028 359

DIVISION OF EDUCATION
State Superintendent, James O. Hansen

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FOREWORD

Recently there has been a renewed emphasis on excellence in our schools. One way to achieve excellence is by helping teachers and administrators grow professionally through effective staff development.

There is no "magic dust" for effective staff development programs. The best programs are those designed for a district by the district itself.

A district which involves participants in the planning, implementation and evaluation of activities is guaranteed to have a staff development program designed to meet its specific needs. This leads to better learning experiences for students and ultimately improves the quality of education in South Dakota.

PREFACE

This handbook has been designed to assist staff development committees in planning and conducting effective, successful staff development programs.

The Division of Education wishes to thank the following members of the Staff Development Task Force:

Dan Brosz	Curriculum Director	Huron
Val Froehlich	Elementary Art Instructor	Sioux Falls
Kevin Merscheim	Business Manager	Ft. Pierre
Gus Scully	Superintendent	Edgemont
Art Shaver	Curriculum Director	Sioux Falls
Gloria Smith	Higher Education/ School Board Member	Mitchell
Gail Torrance	Elementary Instructor	Webster
Anita Zastrow	Secondary Instructor	Belle Fourche
Clint Berndt	School Standards	D.O.E.
Donlynn Rice	Staff Development	D.O.E.

We also wish to thank the following State Departments of Education for contributing resources to the staff development task force:

Arizona	Kansas	Oklahoma
Arkansas	New York	Oregon
Connecticut	Ohio	

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RULES AND REGULATIONS

Recent Administrative Rules promulgated by the South Dakota Board of Education have placed an emphasis on local district inservice and staff development. These rules are listed below, followed by a clarification of their intent.

Federal rules pertaining to special education inservice are also included in this section.

It could be possible as well as practical to combine both activities.

24:03:01:01. Definitions

(19) "In-service education or training," a program of systematized activities promoted or directed by the school system or approved by the school system that contributes to the professional or occupational growth and competence of staff members during the time of their service to the school system.

24:03:05:01.01

(Effective July 1, 1986) A program of in-service education and staff development shall be conducted for all certified staff annually. A plan including 15 contact hours shall be developed and filed annually with the Division of Elementary and Secondary Education by September 15 of the school term the plan is to be implemented.

24:02:02:06. Renewal of five-year certificates.

The five-year teacher certificate and five-year limited certificate may be renewed for five years upon application and presenting an official transcript of credits from an institution offering an approved teacher education program or from an accredited four-year college or university showing the applicant has earned six semester hours of credit.

The college credit and certificate renewal credit must be related to areas in which the applicant is qualified to teach or must be part of the school district's in-service education and staff development plan required by § 24:03:05:01.01.

Clarification of Intent

The primary benefactors of a well planned in-service and staff development program are the students. An effective program will contribute to professional growth and development of all school personnel and will result in greater interest and enthusiasm for the profession. All of these translate into improvement in the quality of instruction and other educational experiences provided for the students. The following guidelines provide direction toward achieving the intent of the rules.

1. Plans should identify the needs of the school district and may address:

   a. long-term and short-term needs;
   b. district-wide and school building or grade group needs;
   c. administrative, subject area, and support service needs; and
   d. individual needs of staff if related to the above needs.

2. Each certified staff person shall participate in 15 contact hours including superintendents, principals, teachers, and support staff directly associated with instructional services.

3. All staff should not be required to have the same experiences; however, in some instances it may be appropriate to do so to meet a district-wide need.

4. Staff development activities for each staff must be related to district needs, school or group needs, or current or future teaching assignments.

5. Staff development activities may include local, multi-district, regional, and state sponsored events or a combination of events. (Regional inservices count as 6 hours).

6. Staff development activities may include college courses and/or workshops for certificate renewal credit provided that they meet needs identified in the plan.

7. Pre-school general orientation does not qualify as a staff development activity. (Please do not confuse this with the 5 pre-service days)

8. Staff development activities for some staff may occur at times other than during the regular school term. (ie., Any one or more of the five pre-service days).

FEDERAL REQUIREMENTS FOR SPECIAL EDUCATION

1. The State Plan must include a description of the procedures that South Dakota utilizes for implementing a comprehensive system of personnel development (CSPD) which addresses the specific requirements in 300.381-387 of the federal regulations. Please remember this can be incorporated into your district's staff development plan.

   A. Needs Assessment:

      Each LEA must conduct, compile, and analyze a needs assessment. LEA's may accomplish this individually using instruments such as those included in the South Dakota Administrative Handbook for Special Education or the LEA may accomplish this requirement collectively and cooperatively with other LEA's using instruments developed through educational cooperatives (several districts joined together into legal entity units for the purpose of jointly meeting needs of LEA's).

1. The needs assessment includes:

   - The number of qualified personnel available (annual report).

   - The number of new personnel needed (annual report).

   - The number of personnel requiring retraining (needs assessment compilation).

   - The content areas in which training is needed (needs assessment compilation).

   - The groups requiring training including:

      - Special education teachers.

      - Regular education teachers.

      - Administrators.

      - Psychologists.

      - Speech-language pathologists.

      - Audiologists.

      - Physical education specialists.

      - Therapeutic recreation specialists.

      - Physical therapists.

      - Occupational therapists.

      - Related medical personnel.

      - Parents/surrogate parents.

      - Aides/volunteers.

      - Hearing officers.

B. Inservice:

   1. The needs assessment data serves to identify the priorities for the inservice.

      - The Personnel Development Plan (PDP) provides a structure for personnel planning focusing on inservice needs.

      - The PDP describes the results of the annual needs assessment as compiled by LEA's and/or cooperatives and includes prioritized areas of inservice training needs.

- The PDP identifies target populations for inservice training including general education and special education instructional and administrative personnel, support, and other personnel.

- The PDP includes program objectives.

- The PDP describes the content and nature of the inservice training.

- The PDP describes the trainers for the various inservice programs for IHE's, SEA's, LEA's, and other agencies.

- The PDP specifies funding sources including Part B funds, Part D funds. LEA funds. and other.

- The PDP specifies the timelines for inservice programs for each school year beginning with 1983-84.

- The SEA insures the use of incentives which insure participation by teachers such as released time, payment for participation, options for academic credit, salary step credit, certification renewal, and updating professional skills.

- The SEA insures the involvement of local staff.

- The SEA insures the use of innovative practices which have found to be effective.

C. Preservice:

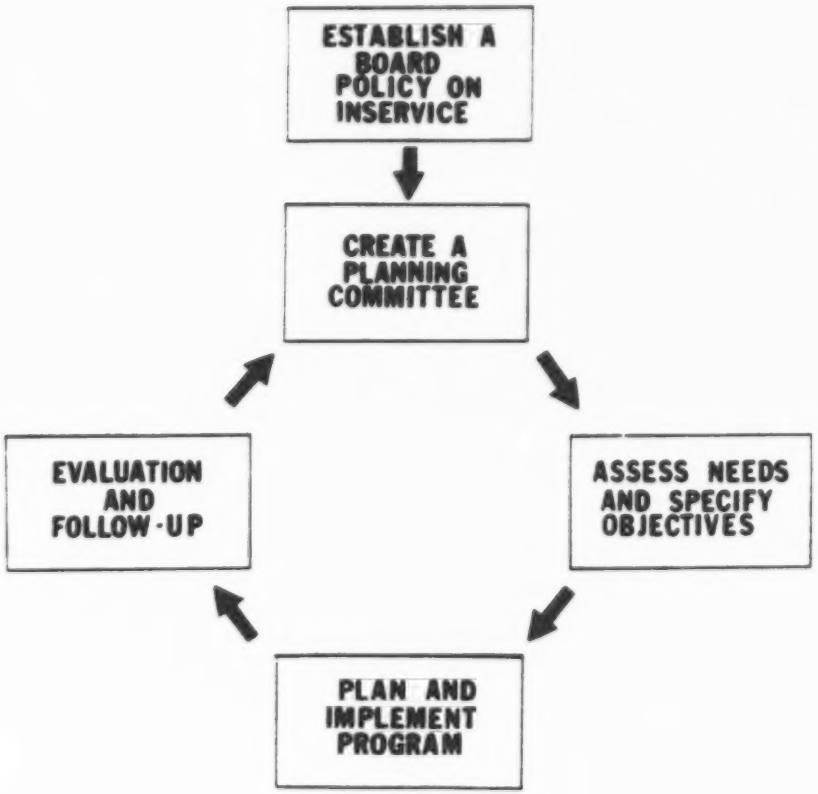
1. The PDP provides a structure for personnel planning which focuses on preservice needs.

2. The PDP describes the results of the needs assessment including the prioritized areas of preservice training needs.

3. The PDP identifies target populations for preservice training.

A STAFF DEVELOPMENT MODEL

Effective staff development does not occur through single isolated inservice programs. For best results a comprehensive plan should be developed. The Division of Education suggests the following systematic model for staff development be initiated.


ESTABLISH A BOARD POLICY ON INSERVICE
CREATE A PLANNING COMMITTEE
ASSESS NEEDS AND SPECIFY OBJECTIVES
PLAN AND IMPLEMENT PROGRAM
EVALUATION AND FOLLOW-UP

ESTABLISH A BOARD POLICY

A policy on staff development at the district level conveys the school board's commitment to excellence through continuous improvement of its teaching and learning environment. The policy should:

A. Address the purpose, governance and funding of the district's staff development program.

B. Designate the amount of time, resources and evaluation methods to be used.

C. List the specific composition of the staff development committee.

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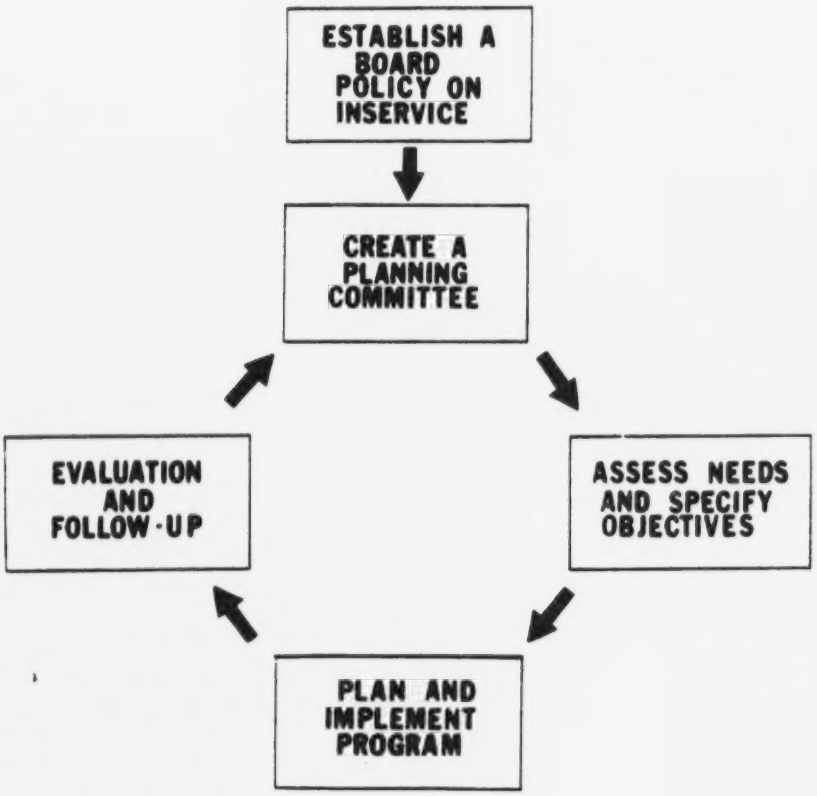
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B. Designate the amount of time, resources and evaluation methods to be used.

C. List the specific composition of the staff development committee.

CREATE A PLANNING COMMITTEE

The most successful staff development programs directly involve the participants in all decisions which affect their professional growth. One way to achieve this is to establish a planning committee. When participants are allowed to help design activities, select resources and process evaluation results, they feel ownership and commitment to the program. This also assures that programs, rather than simply being imposed, will be based on actual needs.

The recommended committee structure is one which assures representation from all educational perspectives; teachers and administrators (from all academic levels as well as special interest areas), school board member(s), and community personnel. Support staff and auxiliary personnel may also be included where applicable. The total number of committee members is optional depending upon the size of the district. The terms of service for committee members should be staggered to assure continuity.

The committee's function should be to:

1. Assess district needs.
2. Specify objectives.
3. Design activities.
4. Select resources.
5. Implement activities.
6. Develop and process evaluation.

In addition, the committee should advise the local board of education in all matters pertaining to the planning, budget and implementation of staff development activities.

ASSESS NEEDS

The strength of any staff development program depends on planning. Good planning depends on a valid needs assessment. A needs assessment determines the differences which exist between present conditions and the desired state of affairs (ie, "Where are we now as a district and where do we want to be?", "Where am I now in my individual professional growth and where do I want to be?")

The better the needs assessment, the easier it will be for the staff development committee to establish priorities and design activities. Once real needs are identified they can be addressed. To assure that real needs are identified, all personnel to be included in the inservice should be involved in assessing needs.

A variety of techniques may be used to determine staff needs. Written surveys, interviews, checklists and rating scales are some possibilities. (see appendix A).

Needs assessments are never completed. Needs change and attitudes change; therefore, an annual assessment is suggested. Remember, any effort is only as good as the follow up that results. The process is on-going. A well designed evaluation of completed staff development activities could serve as a starting point for future needs assessments.

SPECIFY OBJECTIVES

Once needs are identified, objectives can be determined. Objectives are the key to translating needs into programs. The more specific the objectives the easier it is to design activities and select resources. Objectives should state what learning experiences will occur. This informs participants of the expectations and goals of inservice activities. Good objectives can also provide the basis for subsequent evaluation and follow up.

The planning committee should:

1. Analyze the needs assessment information.
2. Formulate basic program objectives.
3. Prioritize those objectives.
4. Develop activities, timelines and personnel assignments to meet identified objectives.
5. Provide the means to modify activities if it should become necessary.

INSERVICE OPTIONS

A major concern for staff development committees is selecting appropriate inservice formats. A school district may choose to conduct its fifteen hours in any number of ways:

- District-wide inservice with all staff attending.
- Building-wide inservice with all staff from a specific building attending.
- Cooperative or regional inservice with personnel from several districts attending. (Regional inservice count as 6 hours).
- Grade level or content area inservice - ie, all 2nd grade teachers, all English teachers.
- Individualized inservice with each staff person attending a staff development activity of his or her choice, based on the district plan.
- A combination of any or all of the above.

A common myth is that all inservice activities must take place in a formal session, usually after school. Although formal sessions after school can be appropriate, consideration should not be limited to this possibility. Other scheduling patterns might include:

- Any one or more of the five pre-service days.
- One designated inservice day within the school year.
- Before school hours.
- After school.
- Release time for part of the school day.
- Evening sessions.
- Weekend sessions.
- Any combination of the above suggestions, or other times appropriate to the district.

INSERVICE OPTIONS cont.

Local districts or educational cooperatives may decide, based on specific needs, to offer several options for their certified staff. Acceptable inservice activities may include but not be limited to:

- Regional or district inservice workshops.
- Out of district workshops, mini-courses, institutes and seminars.
- College courses.
- Curriculum development (local, regional or state) excluding textbook adoption.
- School visitation.
- School based programs for all staff (ie, classroom management techniques, discipline, stress management, child abuse).
- Program-based inservice (ie, reading program, computer education, industrial arts, science program, etc).
- Professional association meetings (local, regional, state, national).
- Instructional TV (ie, public TV series on child abuse).
- Video tapes, special programs for specific needs.
- Developing, producing or publishing professional materials (ie, article on professional journal, video presentation, etc.)
- Serving as a presenter in the local's staff development plan.
- Participation on a state-wide educational task force.
- Exchange teaching situation.
- Organized peer group study to share ideas, problems, and information.
- Individualized study.
- Any combination of the above, or any other activity the local district decides is appropriate, provided it meets the definition of inservice.

INSERVICE RESOURCES

Once the format of the inservice has been decided, it's time to identify resources.

All resources, whether they are human or material should address identified needs.

When selecting human resources, remember that many times local teachers and administrators tend to be more effective than outside consultants. To insure a successful inservice, all consultants, whether they are local or outside consultants, need to be given sufficient background on proposed programs, objectives, and anticipated outcomes.

Human resources could be:

- Local teachers.
- Local administrators.
- Consultants from the South Dakota Division of Education.
- Personnel from professional associations.
- Professors from colleges and universities.
- Personnel from private consulting firms.
- Personnel from other districts.
- Others.

Materials are available from a variety of sources.

- School district produced.
- Professional associations.
- South Dakota Division of Education.
- Federal government.
- Consultant provided.
- Commercially produced.
- Other.

DEVELOP A BUDGET

A school district shows its support for the continuous improvement of the teaching-learning environment and the improved performance of students and teachers by allocating economic resources for staff development. This requires careful planning. The objective is to obtain optimum utilization from staff development activities while extending available funds as far as possible.

Several expenses need to be considered:

Personnel

Travel

Equipment

Supplies & Materials

Contracted Services

Regional Inservice Fees

Evaluation

Other

Careful attention should be given not only to staff development activities but also for evaluation and follow-up. Without resources available for evaluation it will not be possible to tell if the money spent was well invested.

(See Appendix B for a sample budget).

DESIGN PROGRAM

Based on the needs assessment, stated objectives, budgetary considerations and available resources, the staff development committee should design inservice activities. Since participants of staff development programs are professionally involved in the teaching of children, the following information may be helpful in planning programs for adult learners:

- Adults want to be taught as adult learners. They want to be responsible for their actions and involved in directing their activities. If possible, they want to help design their own training needs and learning activities.

- Adults have valuable learning experiences and are often willing to share their experiences to help each other learn. Activities should provide opportunities for them to reflect on their expertise. Positive results occur when learners are actively involved in the learning experience.

- Adults can be motivated to learn and have a positive attitude toward the learning experience. If teachers can see how learning a new skill or behavior will improve classroom instruction, they will be motivated.

- Adult learners are problem-centered and want learning experiences that are practical and job-related.

- Adults want learning options (hands-on, viewing, discussing, practicing, reading, role-playing).

- Environment is important to adult learners. The training site should be as comfortable and as free from distractions as possible. The chairs and tables should be the proper size and be comfortable with adequate work areas.

IMPLEMENT PROGRAM

The staff development planning committee needs to see that everything is ready for implementation. The planning committee needs to make sure:

- The scheduled activity has been confirmed with presenter (one week before).

- The advertising and announcements of activities have been submitted to the proper sources for publication or printing.

- The meeting site and equipment have been reserved and confirmed.

- The scheduled time for the activity is convenient for participants.

- Participants have been notified as to special materials needed. (glue, tape, magic markers, etc.)

- Materials that have been requested by presenter are ready.

- Registration materials are prepared.

- The evaluation forms are prepared.

(See appendix C for a complete checklist).

EVALUATION

Evaluation is one of the most important parts of staff development and usually the easiest part to ignore. Evaluation is a way to determine if participants' needs have been fulfilled and whether or not the activities have accomplished the objectives.

In many cases evaluation of completed staff development activities could serve as a needs assessment for future programs. It brings the flow chart back to the beginning of the staff development model and provides for a continuous flow of information.

Like other aspects of staff development, evaluation should be supported by teachers and administrators. It should be designed in a simple, clear and easy to fill out manner. A good evaluation design will allow for individual differences.

Once evaluation results are tabulated, information can be broken down by regions, districts, buildings, grade levels or content areas. Staff development committees can then make decisions about different participants' needs.

Several different techniques may be used to evaluate: written questionnaire, group discussions, interviews and observations. Regardless of which format is used, the following questions should be addressed:

- Was the activity directly related to an identified need?
- Was the activity useful and informative?
- Was the presentation effective and interesting?
- Was the activity cost effective?
- Is additional inservice needed in this area?

(See Appendix D for samples).

FOLLOW-UP

Follow-up activities are important for three reasons. First, the participants' attitudes toward staff development programs are enhanced because professional growth is seen as part of the ongoing mission of the district. Staff development is linked to school concerns; it does not exist in a vacuum. Second, participants realize that successful staff development activities can be applied to the classroom. Third, it encourages participants to analyze their own performance and skills.

CREATE A PLAN

The South Dakota Division of Education does not have a required format for staff development plans. District plans need to be developed according to district needs. However, the following information should be included:

- Copy of board policy and date of approval.

- A brief description of the composition of the district staff development committee and the process to be used for rotation of members.

- A brief description of the needs assessment process used. Copies of needs assessment instrument(s) used may be included.

- A summary of needs assessment results.

- List of staff development objectives developed. Briefly describe the relationship of these objectives to needs assessment results and district goals.

- List, along with a brief description of each, specific staff development activities and/or programs selected to meet the staff development objectives and their projected timelines.

- A description of the methods to be used for the evaluation. Copies of evaluation instrument(s) may be included if available.

- A description of the methods to be used for the evaluation of the total district staff development program, including copies of evaluation instrument(s) to be used, if available.

- A brief description of follow-up activities planned.

(For sample checklists and plans, see Appendices E & F).

APPENDICES

A. NEEDS ASSESSMENTS

B. BUDGET

C. INSERVICE READINESS CHECKLIST

D. EVALUATIONS

E. STAFF DEVELOPMENT CHECKLIST

F. SAMPLE STAFF DEVELOPMENT PLANS

SAMPLE NEEDS ASSESSMENT

CHECKLIST

Teacher ( ) Administrator ( ) Auxiliary Services ( )

Special Services ( ) Building Name (if applicable) _____

Grade Level _____ Subject Area _____

This checklist can be used in any number of ways:

1. The staff can rank their priorities, listing their top five concerns.
2. The staff can check any number of concerns.
3. The staff can rank all topics, the most important is 1.

CHECKLIST OF INSERVICE TOPICS

_____ Strategies for preventing and correcting disruptive behavior

_____ Computers

_____ Working with students with special needs

_____ Improving reading

_____ Improving mathematical skills

_____ Instruction in study skills

_____ Single parent families

_____ Child abuse/Sex abuse

_____ Gifted education

* _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

* Complete these with your own ideas or leave a few blank for suggestions from your staff.

SAMPLE NEEDS ASSESSMENT
RATING SCALE

Teacher ( ) Administrator ( ) Auxiliary Services ( )

Special Services ( ) Building Name (if applicable) _____

Grade Level _____ Subject Area _____

Directions: Please rank each topic 1, 2, 3, 4 or 5. The areas below have been identified as possible inservice priorities.

Rating Scale

1. Highest Priority Concern
2. Above Average Concern
3. Average Concern
4. Slight Concern
5. Lowest Priority Concern

Topics	Scale
Creating a positive learning environment	1 2 3 4 5
Integration of Computers Into the Classroom	1 2 3 4 5
Methods of Teaching (different approaches)	1 2 3 4 5
Developing Listening Skills	1 2 3 4 5
Learning Styles and Teaching Styles	1 2 3 4 5
Time on Task Techniques	1 2 3 4 5
Single Parent Families	1 2 3 4 5
Study Skills	1 2 3 4 5
Make-n-Take Learning Centers	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5

SAMPLE NEEDS ASSESSMENT
OPEN-ENDED QUESTIONNAIRE

Teacher ( ) Administrator ( ) Auxiliary Services ( )

Special Services ( ) Building Name (if applicable) _____

Grade Level _____ Subject Area _____

BACKGROUND: Your staff development has identified _____ (number)

priorities: _____ (list topics)

_____

DIRECTIONS: Please answer the following questions. Return the questionnaire to: _____

1. Of the topics listed, which is your top concern?

_____

2. Why is this an area of concern?

_____

3. How should this topic be presented?

_____

_____

4. What methods or activities would help you address this topic?

_____

_____

5. How will this topic help you in the classroom?

_____

_____

6. Do you know of someone who could present this topic well?

_____

7. Other thoughts or comments?

_____

After the staff has responded to the questionnaire, summarize the major issues and ideas. These ideas will provide the basis for your needs assessment interviews.

SAMPLE NEEDS ASSESSMENT
PROCEDURE FOR INTERVIEWS

Select staff members to interview. Using the guidelines for composing statements, construct three to five questions that will follow-up on the questionnaire.

Each inservice team member should interview two staff members, and keep careful notes.

Once the interviews are completed, the team should answer these questions.

- Were the interviews worth the time and effort expended?

- What were the participants' responses to the interview?

- Would more interviews help to develop "ownership" of inservice programs within the school?

SAMPLE STAFF DEVELOPMENT BUDGET

Item	Budgeted	Expended
Personnel		
Travel		
Equipment		
Supplies/Materials		
Regional Inservice Fee		
Evaluation		
Follow-up		
TOTAL		

INSERVICE READINESS CHECKLIST

In the blank, write the word "yes" when completed.

_____ Has the scheduled activity been confirmed with presenter (one week before)?

_____ Have the advertising and announcements of activities been submitted to the proper sources for publication or printing?

_____ Have meeting site and equipment been reserved and confirmed?

_____ Is the scheduled time for the activity convenient for participants?

_____ Have participants been notified as to special materials needed? (glue, tape, magic markers, etc.)

_____ If materials have been requested by presenter, are they ready?

_____ Are registration materials prepared?

_____ Are evaluation forms prepared?

In the first column below, check those items needed for the activity.
In the second column, check when arrangements are complete.

NEEDED	COMPLETED	
_____	_____	Adequate number of chairs in meeting room.
_____	_____	Adequate work space.
_____	_____	Chalkboard, chalk, eraser.
_____	_____	Overhead projector.
_____	_____	16 MM projector.
_____	_____	Screen.
_____	_____	Extension cord and adapter.
_____	_____	Computers/printers.
_____	_____	Microphone for speaker.
_____	_____	Audio equipment: Cassette player, Reel to reel
_____	_____	

SAMPLE EVALUATION
STAFF DEVELOPMENT ACTIVITY EVALUATION

Date _____

Need _____

Objective _____

Activity _____

	Agree				Disagree
This inservice is	5	4	3	2	1
INTERESTING	5	4	3	2	1
INFORMATIVE	5	4	3	2	1
USEFUL	5	4	3	2	1
I NEED MORE INFORMATION	5	4	3	2	1
I NEED HELP TO IMPLEMENT	5	4	3	2	1
THIS NEED IS IMPORTANT	5	4	3	2	1

Comments: _____

_____

_____

_____

_____

Teacher ( ) Administrator ( ) Special Service ( ) Auxiliary Services ( )

Building Name _____ Grade Level _____ Subject Area _____

SAMPLE EVALUATION
STAFF DEVELOPMENT PROGRAM EVALUATION

Date:

Strong/Weak				Need a lot more training	Need more training	Need Met
3	2	1		3	2	1

1. If you check "Need a lot more training" or "Need more training," please indicate the activity and/or training source you feel would be appropriate.

_____

_____

_____

2. Do you have additional instructional needs that you would like to see added to our staff development program?

_____

_____

_____

Teacher ( ) Administrator ( ) Special Services ( ) Auxiliary Services ( )

Building Name _____ Grade Level_____ Subject Area _____

SAMPLE EVALUATION
PARTICIPANT EVALUATION OF THE STAFF DEVELOPMENT ACTIVITY

Teacher ( ) Administrator ( ) Special Services ( ) Auxiliary Services ( )

Building Name_____Grade Level_____Subject Area_____

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
					1. The activity objectives were related to my educational concerns.
					2. The activity objectives were related to practical educational application in my specific job setting.
					3. The activity had some outstanding components which were unique or innovative.
					4. Presentations were well organized.
					5. The program schedule was well adapted to my educational needs.
					6. My questions were satisfactorily answered by personnel conducting activity.
					7. Meeting facilities were suitable.
					8. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.
					9. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop. (Consider creativity, specialized knowledge, communication skills, and the like).
					10. Overall, the activity was a successful training experience for me.
					11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.
					12. Adequate provisions were made for me to identify needs which were not previously identified.
					13. As a result of this staff development activity, I will alter my educational behavior in a more positive direction in my specific job setting.

Comments: _____

_____

_____

_____

SAMPLE EVALUATION
Regional Inservice Evaluation Form
1984-85

My position is: (check only one)

____ Classroom (specify) _____

____ Administration (specify) _____

____ Special Services (specify) _____

____ Auxilliary Services (specify) _____

OVERALL CONFERENCE EVALUATION

	Excellent	Poor
Organization of the inservice:	5.....4.....3.....2.....1	
Topic choices available:	5.....4.....3.....2.....1	
Quality of presentations:	5.....4.....3.....2.....1	
Overall evaluation of day:	5.....4.....3.....2.....1	

Outstanding Presentations Today	Future Topics I'd like addressed
_____	_____
_____	_____
_____	_____
_____	_____

COMMENTS & SUGGESTIONS

CHECKLIST FOR DISTRICT STAFF DEVELOPMENT PLAN
(for district use only and not to be submitted
to the Division of Education)

STAGE I: READINESS

1. The district has an approved board policy or policies for staff development.

   ( ) yes

   ( ) no

2. There is an appointed district staff development coordinator.

   ( ) yes

   ( ) no

3. A district staff development steering committee has been appointed and/or elected.

   ( ) yes

   ( ) no

4. The district staff development steering committee is representative of all areas.

   ( ) School board members

   ( ) School administrators

   ( ) Teachers

   ( ) Support staff (guidance counselors, media specialists, librarians, school psychologists, etc.)

   ( ) Community members

5. Procedures for rotation of members of district staff development planning committee that retain the required balance of representation have been established.

   ( ) Yes, procedures have been established for rotation of planning committee members while retaining a balance of representation from all areas.

   ( ) No

STAGE II: PLANNING

1. A plan for assessing needs at the district, building, department, (or grade-level) and individual levels has been developed.

   ( ) yes

   ( ) no

2. A district needs assessment has been conducted and analyzed.

   ( ) yes

   ( ) no

3. Staff development objectives have been developed based on state and district educational goals and assessed needs.

   ( ) yes

   ( ) no

4. Staff development objectives have been written for all required target groups.

   ( ) School board members

   ( ) District and school administrators

   ( ) Teachers

   ( ) Support staff

5. Specific staff development activities have been selected to meet the district staff development objectives.

   ( ) yes

   ( ) no

6. Timelines have been established.

   ( ) yes

   ( ) no

7. Personnel responsibilities have been determined.

   ( ) yes

   ( ) no

STAGE III: EVALUATION

1. Strategies for evaluating each staff development activity have been selected.

   ( ) yes

   ( ) no

2. Strategies for evaluating the total staff development program have been selected.

   ( ) yes

   ( ) no

STAGE IV: MAINTENANCE

1. Follow-up strategies for all staff development activities have been developed.

   ( ) yes

   ( ) no

2. A system for continuous record keeping has been developed.

   ( ) yes

   ( ) no

STAGE V: REPORTING

1. The district staff development document has been prepared and submitted to the South Dakota Division of Education.

   ( ) yes

   ( ) no

SAMPLE STAFF DEVELOPMENT PLAN

Name of district: _____

Address: _____
(street) (city

_____
(state) (zip code) (county)

Superintendent: _____

Telephone number: _____

Staff Development Committee Chairperson: _____

Telephone number: _____

_____
(signature of superintendent)

Date: _____

Please send by September 15th to: Donlynn Rice
Staff Development
Division of Education
700 N. Illinois
Pierre, SD 57501

A. Board Policy: Date Approved: _____

_____

_____

_____

B. Staff Development Committee:

Name	Position	Term of Service

C. Type of Needs Assessment used: _____

_____

D. Results of Needs Assessment: _____

_____

_____

E. District Objectives and Activities: (see next two pages)

F. Type of Evaluation to be used: _____

_____

G. Follow up: _____

_____

_____

SAMPLE FORMAT FOR AN ACTIVITY PLAN #1

Inservice Objectives	Inservice Activity Planned to Achieve Each Objective	Persons Involved	Number of Hours Generated	Timeline

SAMPLE FORMAT FOR ACTIVITY PLAN #2

E. Objective(s) to be attained:

_____

_____

F. Group(s) to be involved in the activity: _____

_____

Number of inservice hours generated by the activity: _____

Activity timeline: _____

Person(s) coordinating the activity: _____

_____

Description of the Activity:

G. Resources:

H. Method of evaluating the activity:

I. Results of the activity evaluation:

* The sample format for an activity plan presented here is an example only and is subject to modification.

SAMPLE INDIVIDUAL DEVELOPMENT PLAN

Name	School Building	Teaching Assignment	Certificate Expiration Date

Individual Goals	Inservice Objectives Relating to Each Goal	Inservice Activities Planned to Achieve Each Objective	Number of Hours	Timeline

Participating Employee (Signature)	Date	Staff Development Committee	Date
Designated Supervisor (Signature)	Date	Chairperson, Local Board of Education (Signature)	Date

SAMPLE DISTRICT'S TRAINING VERIFICATION
(Not to be submitted to D.O.E.)

Name of District _____

Address _____

Telephone _____

Contact Person _____

Signature of Superintendent _____ Date _____

The following list contains, to the best of our knowledge, names of all personnel employed in this district who have received 15 hours of staff development training from _____ to _____.

NAME (print or type)	POSITION TITLE	SOC. SEC. #	Hours

SAMPLE PARTICIPANT'S TRAINING VERIFICATION
(Not to be submitted to the D.O.E.)

Name of
Educational Leader _____ SS#_____

Position Title _____

District _____

Building _____ Telephone _____

Titles of Approved Training Program	Date	Hours
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

I certify that I took the above training on the dates indicated.

Signature:_____

Date:_____

SAMPLE ATTENDANCE ROSTER
(Not to be submitted to the D.O.E.)

Name of Inservice Program: _____

_____

Date of Inservice: _____

_____

Number of Hours: _____

_____

NAMES (Print) LAST	FIRST	SOC. SEC. #	GRADE LEVEL